



ATTITUDE TOWARDS MOBILE LEARNING AMONG UNDERGRADUATE COLLEGE STUDENT'S IN CHENNAI CITY

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ABSTRACT

M-learning is convenient therein it's accessible from nearly anyplace. Sharing is nearly fast among everybody victimization constant content, that results in the reception of instant feedback and tips. This extremely active method has evidenced to extend test scores from the fiftieth to the seventieth grade, and cut the dropout rate in technical fields by twenty two percent M-learning additionally brings sturdy solvability by substitution books and notes with little devices, full of tailored learning contents. The principle of learning students' attitudes towards the mobile phone learning setting stemmed from the fast innovative age, particularly within the field of Telecommunication.

1. INTRODUCTION

M-learning or mobile learning is outlined as "learning across multiple contexts, through social and content interactions, mistreatment personal electronic devices." A sort of distance education, m-learners use mobile device academic technology at their time convenience. M-learning technologies embody handheld computers, MP3 players, notebooks, mobile phones and tablets. M-learning focuses on the quality of the learner, interacting with transportable technologies. mistreatment mobile tools for making learning aids and materials becomes a crucial a part of informal learning.

2. REVIEW OF LITERATURE

Ya-Chin Kang et al., (2016) this study explores the training behavior for the association of mobile learning and experiential learning. By acting on-site observation of the school Exploration Camp organized by the organization that's representative of youth experiential learning in Taiwan, a mobile experiential learning model is established. Suggestions for additional analysis also are bestowed supported a survey of the camp leaders on the standard of their expertise so as to judge the effectiveness of learning once combining mobile learning with experiential learning activities.

3. OBJECTIVES OF THE STUDY

- To find out whether undergraduate students have favourable attitude towards mobile learning.
- To find out whether there is any significant difference between male and female college students in their attitude towards mobile learning.
- To find out whether there is any significant difference among the students based on their religion in their attitude towards mobile learning.
- To find out whether there is any significant difference between nuclear and joint family college students in their attitude towards mobile learning.
- To find out whether there is any significant difference between the students based on their family size in their attitude towards mobile learning.
- To find out whether there is any significant difference between arts and science college students in their attitude towards mobile learning.
- To find out whether there is any significant difference among the students based on the amount spent for mobile learning in their attitude towards mobile learning
- To offer suitable suggestions on the basis of the present study.

4. METHODOLOGY OF THE STUDY

The normative methodology has been utilized in this study. The tool used for this study was a structured form comprising forty eight statements, that are narrated in positive and negative forms. Once choosing the sample all the respondents were supplied with a concept regarding the aim of the study. The sample all the respondents were supplied with a concept regarding the aim of the study. The sample for the investigation consisted of 73 females and 127 males having totally different departments of beneath graduate school students in metropolis town.

5. RELIABILITY

After establishing the content validity the investigator used check – retest technique for establishing responsibility of the tool. For obtaining responsibility it

had been administered to a similar students when Associate in Nursing interval of fifteen days. The correlation co-efficient was calculated and it had been found to be 0.864.

6. VALIDITY

To establish the validity, the ready tool was given to thusme specialists within the field of education soon get the comment. The investigator got their appraisal. They advised sure modifications. The investigator with the assistance of the guide pooled the data and suggestions consequently. So the content validity has been established. The validity score was found to be 0.929.

7. DATA ANALYSIS AND INTERPRETATION

HYPOTHESES: 1

Undergraduate students have favorable attitude towards mobile learning.

Table 1 Table showing the type of attitude towards mobile learning.

Variable	Unfavorable	Favorable
Attitude towards mobile learning	36.5%	63%

Interpretation

From the above table, it is observed that 63% of undergraduate students have favorable attitude towards mobile learning and 36.5% students have unfavorable attitude towards mobile learning. Hence the hypothesis accepted.

HYPOTHESES: 2

There is no significant difference between male and female college students in their attitude towards mobile learning.

Table 2 Table showing the difference between male and female college students in their attitude towards mobile learning.

Variable	Gender	N	Mean	SD	CR	Level of Significance
Attitude towards mobile learning	Male	127	197.79	19.688	0.793	NS
	Female	73	195.52	19.262		

Interpretation

From the above table, it is inferred that there is no significant difference between male and female undergraduate students in their attitude towards mobile learning. Based on the mean scores, male students have favorable attitude towards mobile learning than female students. Hence the hypothesis is accepted.

HYPOTHESES: 3

There is no significant difference among the students based on their religion in their attitude towards mobile learning.

Table-3 Table showing significant difference among college students based on their religion in their attitude towards mobile learning.

Variable		Sum of Squares	Df	Mean Square	F	Level of Significance
Attitude towards mobile learning	Between Groups	1670.539	2	835.270	2.220	0.05
	Within Groups	74128.216	197	376.285		
	Total	75798.755	199			

Interpretation

From the table, it is inferred that there is significant difference among college students based on their religion in their attitude towards mobile learning. Hence the hypothesis is rejected. Further analysis is done to find out the difference within sub groups.

Table-4 't'-table showing the significant difference among the students within subgroups based on their religion in their attitude towards mobile learning.

Variable	Religion	N	Mean	SD	't' value	Level of Significance
Attitude towards mobile learning	Hindu	158	196.1835	19.60464	0.118	NS
	Christian	26	195.6923	20.01353		
	Christian	26	195.6923	20.01353	1.982	0.05
	Muslim	16	206.7500	15.85980		
	Muslim	16	206.7500	15.85980	2.480	0.05
	Hindu	158	196.1835	19.60464		

Interpretation

The mean scores shows that the students belonging to Muslim religion have favorable attitudes towards mobile learning than the students belonging to Christian religion and students belonging to Hindu religion. The students belonging to Muslim religion have favorable attitudes towards mobile learning than students belonging to Hindu religion.

HYPOTHESES: 4

There is no significant difference between nuclear and joint family college students in their attitude towards mobile learning.

Table 5 Table showing significant difference between nuclear and joint family college students in their attitude towards mobile learning.

Variable	Family	N	Mean	SD	CR	Level of Significance
Attitude towards mobile learning	Nuclear Family	114	195.8772	19.97438	0.914	NS
	Joint Family	86	198.4070	18.91179		

Interpretation

From the above table, it is inferred that there is no significant difference between nuclear and joint family college students in their attitude towards mobile learning. Hence the hypothesis is accepted. Based on the mean scores, joint family college students have favorable attitude towards mobile learning than the students in nuclear family system.

HYPOTHESES: 5

There is no significant difference among the students based on family size in their attitude towards mobile learning.

Table 6 Table showing the significant difference among the students based on family size in their attitude towards mobile learning.

Variable		Sum of Squares	Df	Mean Square	F	Level of Significance
Attitude towards mobile learning	Between Groups	1670.539	2	835.270	2.220	0.05
	Within Groups	74128.216				
	Total	75798.755	199			

Interpretation

From the above table, it is inferred that there is significant difference among the students based on their family size in their attitude towards mobile learning. Hence the hypothesis is rejected. Further analysis is done to find out the difference within sub groups.

Table 7 Table showing the significant difference among the students based on family size in their attitude towards mobile learning

Variable	Family size	N	Mean	SD	't' value	Level of Significance
Attitude towards mobile learning	up to 4 Members	102	196.1078	19.47576	0.703	NS
	5 – 8 Members	78	198.1795	19.76665		
	5 – 8 Members	78	198.1795	19.76665	0.320	NS
	Above 8 Members	20	196.6000	19.48116		
	Above 8 Members	20	196.6000	19.48116	0.103	NS
	up to 4 Members	102	196.1078	19.47576		

Interpretation

The mean scores shows that the students who have 5-8 family members have favorable attitude towards mobile learning than the students who have up to 4 family members and students who have above 8 family members. The students who have above 8 family members in their family have favorable attitude towards mobile learning than students who have up to 4 family members in their family.

HYPOTHESES: 6

There is no significant difference between arts and science college students based on their course in their attitude towards mobile learning.

Table 8 't' test showing the significant difference between arts and science college students based on their course in their attitude towards mobile learning.

Variable	Course	N	Mean	SD	CR	Level of Significance
Attitude towards mobile learning	Arts	88	196.2159	19.92079	0.480	NS
	Science	112	197.5536	19.26245		

Interpretation

From the above table, it is inferred that there is no significant difference between Arts and Science college students based on their course in their attitude towards mobile learning. Hence the hypothesis is accepted. Based on the mean scores, Science student's have favorable attitude towards mobile learning than Arts students.

HYPOTHESES: 7

There is no significant difference among the students based on involvement in mobile learning in their attitude towards mobile learning.

Table 9 Table showing significant difference among the students based on involvement in mobile learning in their attitude towards mobile learning.

Variable		Sum of Squares	Df	Mean Square	F	Level of Significance
Attitude towards mobile learning	Between Groups	682.586	2	341.293	0.895	NS
	Within Groups	75116.169				
	Total	75798.755	199			

Interpretation

From the above table it is inferred that, there is no significant difference among the college students based on the involvement in mobile learning in their attitude towards mobile learning. Hence the hypothesis is accepted.

Table 10 Multiple comparisons table showing significant difference among the students based on the amount spent for mobile learning in their attitude towards mobile learning.

Variable	Amount spent for mobile learning	N	Mean	SD	CR	Level of Significance
Attitude towards mobile learning	Below Rs 1,000	102	193.3529	19.33122	2.367	0.05
	Rs 1,000 – Rs 2000	65	200.7077	19.95677		
	Rs 1,000 – Rs 2000	65	200.7077	19.95677	0.12	NS
	Above Rs 2,000	33	200.7576	17.54464		
	Above Rs 2,000	33	200.7576	17.54464	2.054	0.05
	Below Rs 1,000	102	193.3529	19.33122		

Interpretation

The mean scores shows that the students who are spending rupees above 2000 have more attitudes towards mobile learning than the students who are spending below 1000 and students who spent 1000-2000. The students who are spending above 2000 have favorable attitudes towards mobile learning than students who are spending below 1000.

8. SUGGESTIONS

- Enrolment of mobile learning students in courses on the institution's official prospectus. This is often essential for incorporating mobile learning into education and coaching.
- Mobile learning students ought to understand fee-paying courses. This is often applicable to countries during which fees area unit collectible for enrollment in more and better education courses. This is often essential for incorporating mobile learning into education and coaching.
- Mobile learning students ought to have facility to assess courses. If the mobile learning isn't assessed with constant rigor and procedures as alterna-

tive courses offered by the establishment, it cannot be thought-about as a region of thought education and coaching.

10. CONCLUSION

Mobile learning could be a hot new item which will still gain quality supported convenience. The actual fact is that convenience is everything in today's busy society and can still be in generations to come back. Mobile learning opens such a lot of doors to new technology and can still get a lot of complicated because the years prolong. Such a lot of a lot of opportunities are being giving to urge Associate in nursing education and to expend your information. This is often good way to assist folks learn higher.

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